**SPEAKING EXAMINATION DESCRIPTORS LEVEL 6 (NB. Please select “THE BEST FIT” in each category; it is not necessary for all aspects to be present.)**

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| **GRADE** | **Task achievement** | **Language Range** | **Language Accuracy** | **Fluency and Coherence** | **Pronunciation** |
| **A**  Border-line  B1+ | * Part 1- Questions are understood, answered appropriately and extended. * Part 2- **Student keeps going comprehensibly for 2mins. No prompting** * Part 3-Student understands **and can make meaning clear in response to more complex/general questions.** * Minimal prompting. * Student **regularly clarifies information** & indicates they are following. * Listener is **generally well-informed**. | * Uses a variety of basic sentence patterns/ structures. Uses both present simple/ continuous and past simple when necessary. * **Has enough vocabulary to talk about themselves and more general topics**. * Has enough language to express feeling, opinion, extended description and detailed explanations and **comment on future events as well as abstract, unusual and cultural ideas.** | * Uses correctly **most simple structures and some more complex structures, e.g. comparatives, different tenses, subordinate clauses**. * Word choice is **appropriate throughout** **except for attempts to use less familiar choices.** * Word order in basic and compound sentences is correct. * Still systematically makes basic mistakes but meaning is clear. | * **No long pauses occur.** * Only minor repetitions and hesitations in longer stretches of production and there is in general a comfortable flow to responses. * Words and phrases linked with a variety of linking words, **including frequent use of linkers beyond the most basic forms (e.g. although, if, while, after, before..).** | * Can be understood easily throughout the exam with **no evidence of an impeding foreign accent.** * Pronunciation in general is correct with only minor slips with less familiar vocabulary. * Uses correct stress on key words. Intonation patterns make meaning clear and there is clear expression through emphatic stress. |
| * Part 1- Questions are understood, answered appropriately and **extended**. * Part 2- Monologue is largely sustained in two or three long turns. * Part 3- Student can manage simple discussion on personal/familiar questions**; can cope with more complex/general questions but requires help from the examiner to build response**. * Student clarifies information & indicates they are following. * Listener is **informed with basic and additional information** e.g. explanations, descriptions, opinion. | * Uses a variety of basic sentence patterns/ structures. Uses both present simple/ continuous and past simple when necessary. * Has enough vocabulary to talk about themselves on familiar topics **and can get across meaning on less familiar topics**. * Has enough language to **express feelings, reactions** and opinion using a variety of phrases/ give extended description and explanations. | * **No noticeably long pauses before and between longer utterances**. No pausing on routine responses and shorter utterances. * **Only minor repetitions and hesitations in longer stretches of production** and there is in general a comfortable flow to responses. * Words and phrases linked with a variety of linking words, some of which are linkers beyond the most basic forms (e.g. although, if, while, after, before..). |
| **B**  Solid  B1 | * Uses correctly many simple structures **and some more complex structures, e.g. comparatives, different tenses, subordinate clauses**. * Word choice is **largely appropriate throughout**. * Word order in basic and compound sentences is correct. * Still systematically makes basic mistakes but meaning is clear. | * Can be **understood easily** throughout the exam despite **foreign accent impeding slightly**. * **Pronunciation in general is correct** with only **minor slips with less familiar vocabulary.** * Uses correct stress on key words. Intonation patterns make meaning clear and there is **clear expression through emphatic stress.** |
| * Part 1- Questions are understood, answered appropriately and **extended at times**. * Part 2- Monologue is largely sustained in two or three long turns. Minimal prompting may be required. * Part 3- Student **manages simple discussion on personal/familiar questions**; use of **more complex/general questions causes breakdowns in communication**. * **Student can indicate they are following and ask for clarification in a basic way**. * Listener is informed with basic and additional information e.g. explanations, descriptions, opinion. | * Uses a variety of basic sentence patterns/ structures. Uses both present simple/continuous and past simple when necessary. * Has enough vocabulary to talk about themselves on familiar topics **and can get across limited information on less familiar topics**. * Has enough language to express opinions **using a variety of phrases** togive descriptions and explanations. | * Uses correctly many simple structures. * Word choice is appropriate in response to familiar topics **and also with some choices of less familiar words but there are errors when responding to more complex questions/ unfamiliar topics.** * Word order in basic **and compound sentences is often correct**. * Still systematically makes basic mistakes but meaning is clear. |
| **C**  Border-line  B1 | * Few long pauses before and between longer utterances. No pausing on routine responses and shorter utterances. * There are some **repetitions and hesitations in longer stretches of production but** **there is in general a comfortable flow to responses.** * Words and phrases linked with a variety of linking words, **some of which are linkers beyond the most basic forms (e.g. although, if, while, after, before..).** | * Can be understood throughout the exam despite impeding foreign accent. * Pronunciation of familiar words and key vocabulary of the level is correct. * Uses correct stress on key words.  **Intonation patterns help make meaning clear at times.** |
| * Uses a variety of basic sentence patterns/ structures. Uses both present simple/continuous and past simple when necessary. * Has enough vocabulary to talk about themselves on familiar topics **but often fails to get across limited information on less familiar topics**. * Has enough language to express opinions, give descriptions and explanations **but with only a limited variety of phrases.** |
| **D**  Below Border-  line B1 | * Part 1- Questions may be understood and responses appropriate but **not extended,** **prompting required**. * Part 2- Monologue is answered in **a number of turns.** Prompting may be required. **Student may not talk for the required length of time.** * Part 3- Student can take part in simple discussion but use of more complex/general questions causes breakdowns in communication. * Student may indicate they are following or ask for clarification in a basic way. * Listener **is only minimally informed with basic information**. | * Uses correctly many simple structures but **many errors still occur.** * Word choice **is not always appropriate in response to familiar and less familiar topics.** * Word order in basic sentences is correct but **not in attempts at more complex sentences.** * Still systematically makes basic mistakes which may affect understanding. | * **Some long pauses before and between phrases and/or longer utterances may exist.** No pausing on routine responses and shorter utterances. * **Repetition, false starts, reformulation evident preventing a comfortable flow to responses.** * Words and phrases linked with basic linking words (e.g. *and, but, because*) **but very limited evidence of linkers beyond forms.** | * Can sometimes be understood but **impeding foreign accent and** **errors in sounds cause strain for the listener**. * Pronunciation of familiar words may be correct but **other words are mispronounced.** * **Does not use word stress or intonation to any noticeable effect**. |